# BLACK HISTORY MONTH ACTIVITIES - 2015

<table>
<thead>
<tr>
<th>SCHOOLS K-5</th>
<th>ACTIVITY</th>
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| **PITTSBURGH ARSENAL PREK-5** | Each grade level will create a project around Martin Luther King’s “I Have a Dream” speech. Each grade level will have a theme and quote of focus.  
  **The themes are below:**  
  **Kindergarten- Theme:** Friendship  
  **First grade- Theme:** Peace  
  **Second grade- Theme:** Character Trait = Kindness  
  **Third grade- Theme:** Hopes and Dreams  
  **Fourth grade- Theme:** Perseverance  
  **Fifth grade- Theme:** Freedom  
  • The quotes will be displayed in the hallways with the artwork and writing around them.  
  • After the projects are displayed, classes will engage in a museum walk of the school to see and react to the displays.  
  • During our daily community time, classroom quotes, student writing, and artwork will be shared and discussed. |
| **PITTSBURGH BEECHWOOD PREK-5** | Beechwood will have a ROAR Assembly in February featuring Black History theme: First Grade will present “Heroes”, Music teacher will prepare several songs for all students to sing. Students will perform a Readers Theater featuring speeches of Martin Luther King.  
  **The Assembly is scheduled for February 20th.** |
| **PITTSBURGH CONCORD PREK-5** | **Black History Month Activities for Concord**  
  The Principal’s Book of the Month for February is Teammates by Peter Golenbeck. |
The character trait of the month will be courage, encouraging students to reflect on the courage displayed by African Americans throughout history.

A Black History Fact of the day will be shared during morning announcements.

A Black History Month Program will be held at 1:30 PM on February 27th.

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<tr>
<th>Kindergarten</th>
<th>All classes will read and learn about famous African American Pittsburghers.</th>
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<tbody>
<tr>
<td>First Grade</td>
<td>Read about famous African American people, write down what they learned and then put it together in a booklet to take home.</td>
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<td>Read about famous African American people, complete different math word puzzles to learn, participate in a mini Jeopardy-type game after completing math puzzles and readings.</td>
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<td>Read about famous African American inventors and create a timeline based on what they learned.</td>
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<td>Second Grade</td>
<td>Complete comparison/contrast papers on famous African American inventors, read and discuss famous African American poets to help them create limericks on the poets they have read about.</td>
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<td>Create cinquain poems on Martin Luther King’s life.</td>
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<td>Book studies on famous African American inventors.</td>
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<td>Third Grade</td>
<td>Read self-selected stores on famous African Americans, and then create simile or personification sentences based on their life stories.</td>
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<td>In math class, read the story Freedom on the Menu by Carol Boston Weatherford and then complete a math problem solving question based on the story.</td>
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<tr>
<td>Fourth Grade</td>
<td>All classes will work in Reading and Social Students to research either Pittsburgh Public Schools African Americans or famous African American Pittsburghers, write a short biography and display in the school.</td>
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Fifth Grade
- Read book African American People A to Z, discuss with each other what they have learned, play games on knowledge they have learned, present to their classmates knowledge they have learned.
- Read about famous African Americans and discuss their contributions to the growth of America.

Art
- Classes from K-5 will create African Adrinka symbols, African masks or African American related scratch art.

French
- Learn about the Mardi Gras Indians who meshed with African American slaves in New Orleans to create krewes.

PITTSBURGH LINDEN

Timeline Party!
- Sunday, February 1, 2015
- At Linden Elementary K-5, 3:00 p.m. 725 Linden Ave.
- Open to all Linden families
- Students and their families will be teamed together, creating posters, artwork and performances honoring notable African Americans! Register now and you can be there too!
- This is our 2nd annual event, we welcome new 3rd grade families. Siblings are welcome to participate. -

Food and Drinks served afterward—

Reader’s Theatre featuring

“My Brother Martin”
Kindergarten students

Perform a dance to the song “The World’s Greatest” an inspirational song about hope and overcoming adversity by R. Kelly.

Black History Month Art

Project: City Scape Collaboration

Students 1st-5th grades will create a city scape display influenced by the art of Romare Bearden and the piece called, ‘The Dove’.
- 1st grade will create collages of buildings using newspapers and magazines pictures
- 3rd grade create famous African Americans throughout history walking amongst the city streets using paints and pastels. Their work will be influenced by the work of Jacob Lawrence.

The people flying over the city will represent freedom and will be influenced by the artist and
- All other grades will be making birds to represent peace & freedom

Book References:
- My Hands Sing the Blue, by Jeanne Walker Harvey
- Romare Bearden (Collage of memories), by Jan Greenberg
- Story Painter (Life of Jacob Lawrence), by John Duggleby
- Tar Beach, Aunt Harriet’s Underground Rail Road, and my Dream of Martin Luther King Jr., by Faith Ringgold.

PITTSBURGH MILLER PREK-5

Each day we will facilitate a Black History Who AM I moment during morning announcements.
We will engage in classroom learning about the gifts and talents of African Americans and their contributions to the world.

We will have a school-wide African dance and drumming program on February 26, 2015 at 2:00 p.m. as a culminating activity to our learning throughout the month.

PITTSBURGH WHITTIER

Black History Month School-Wide Project
*Martin Luther King made a difference.* To engage children in activities that reflect the significance of Martin Luther King’s Dream that ALL people are treated equally, Whittier K-5 will answer the following question based on students’ local, personal, and immediate knowledge through writing, poetry, art, song: 

*Who in your life has made a difference in your home, school, community, and world?*

Kindergarten and First grade will focus on their home. Grades 2 and 3 will focus on their school. Grades 4 and 5 will focus on the community and world.

Awards and Recognition: Student contributions will be recognized at the end of the month.

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<th>PITTSBURGH WOOLSLAIR</th>
<th>Whole School Activities:</th>
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<tr>
<td></td>
<td>• During morning community meeting time, students will read short excerpts about Famous African Americans</td>
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<td>• Bulletin board displays on each level</td>
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<td>• Guest reader day</td>
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**Individual Classroom Activities:**

- Research / Writing projects
- Read various books; students complete a short writing activity on the accomplishments of one African American; design a postage stamp or trophy certificate
- Problem solving activities revolving around Harriet Tubman
- Focus on George Washington Carver in science; and make peanut butter
- Art/Music lessons around the civil rights movement and “freedom songs”.
- Discuss several influential African Americans and some of their character traits and apply those traits to our lives in a brief writing prompt.
- Watch various videos on several famous African Americans
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<tr>
<th>GRADE LEVEL</th>
<th>ACTIVITY</th>
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<tr>
<td><strong>PITTSBURGH BROOKLINE</strong> Kindergarten</td>
<td>will read about several influential Black Americans and complete activities related to them.</td>
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<td>1st – 3rd grades</td>
<td>During daily morning meeting students will become aware of famous African American inventors &amp; inventions.</td>
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<td>2nd grade</td>
<td>will read biographies of African-Americans. They will then complete an opinion writing on which on how they changed the world &amp; made it better.</td>
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<td>4th grade</td>
<td>will be reading about African American inventors/scientist &amp; create a poster to present.</td>
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<td>5th grade</td>
<td>will do 14 lessons on the life of MLK and view a documentary video on the civil rights movement.</td>
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<td>6th grade</td>
<td>will participate in the Jackie Robinson essay contest. In addition, the 6th grade will begin a unit focused on the novel “I thought My Soul Would Rise and Fly” which centers on an African-American (former) slave during the Reconstruction Era. The students will do the online learning activities on the Scholastic website called “Culture and Change”: Black History in America.” The students will view a slide show about the Underground Railroad and complete the accompanying activities.</td>
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<td>7th grade</td>
<td>will begin a unit focused on the novel “Roll of Thunder, Hear My Cry” which centers on an African American family during the Great Depression.</td>
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<td>Extra activities</td>
<td><strong>Assembly</strong> - Feb. 18th Josh Gibson Foundation (discussing the history of Josh Gibson, Homestead Grays &amp; Pittsburgh Crawford Negro Leagues) will take place for grades 6th-8th.</td>
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<td><strong>Competition</strong> - grades 6th-8th will participate in the Black History Bowl on Feb. 27th @ Greenway.</td>
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<td><strong>Drama Club</strong> - will be taking a look at and acting out a dramatization based on an episode from the childhood of Dr. Martin Luther King and imagine how that event might have started him on his lifelong crusade to end racism.</td>
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<td><strong>Music Class</strong> - for all grade levels they will be discussing the impact African American music has on society, viewing videos, listening to songs and even creating their own drumming tune with influences from African-American drummers.</td>
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<td><strong>Primary Autistic</strong> - will be reading a News-2-You newspaper about black History month, which will start the discussion around famous African Americans. They will be learning about individual people (2 a week) for the month of February. They will also be making a hallway collage and individual collage projects of each person as they learn them.</td>
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<td><strong>PITTSBURGH CARMALT</strong> Daily Announcements:</td>
<td>Men and Women who made a difference fact and trivia contest</td>
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**Monthly Writing:**
Informative--given a specific African American Historian--"What obstacles did the historian have to face?--a look at the change of the times"

**Music and Art Classes:**
Look at the work of famous African American Musicians and Artists

**School Environment:**
Bulletin Boards which are relevant
Classroom library emphasis

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| **PreK:** We started last Friday with collecting 100 acts of Kindness (for Dr. Martin Luther King Jr.'s birthday) We will be collecting them throughout the month of February for Black History Month and making a chain of kindness ☮

In our Housekeeping area, we will transform it into a beauty shop after we learn about Sarah "Madame CJ" Walker – the inventor of the pressing comb, and Lyda Newman – inventor of the hairbrush.

In gym, we will play red light/green light after we learn about Garrett Morgan – inventor of the traffic light. In art, we will make a stop light.

Since we have allergies this year – when learning about George Washington Carver – inventor of peanut butter, we will be singing the peanut butter (and jelly) song and add it into our list of song choices at circle time.

**Kindergarten:** The teacher will read a story about George Washington Carver. They will then make peanut butter.

**First Grade:** The teacher will be teaching a lesson on George Washington Carver and Mary Bethune. She will also be reading black history literature to my class about the Underground Railroad.

**Second Grade:** will do a study of five African American. Eventually each student will choose one to write a paper about.
**Plans include:**
- School wide door decorating contest to be judged by multiple grade levels
  - i) k-3, 5-8 winning a pizza party
- Quotes by or about African Americans posted throughout the building.
- Quotes being read on the intercom by students
- There will be a black history program on Feb 28, 2014 parents are invited
  - I. k-5 students will do a poem or reading and sing a song (teachers will prepare poems and Music teacher will prepare songs) (art will be displayed by the Art Classes)
  - II. 5-8th will sing the Black National Anthem (Lift Every Voice and Sing)
  - III. Selected middle school students will read a personal writing piece
- Middle school students will research prominent African Americans, dress in character as statues that will come to life during a gallery crawl. They will present parts of their accomplishments.
  - (1) K-5 students will rotate through the upper hall during class periods. Parents are invited to attend.
- Various other activities will be presented in classrooms:

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<th>1st Grade</th>
<th>2nd Grade</th>
<th>3rd Grade</th>
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<td>Mrs. DiSilvio’s class will be reading the Crayon Box to celebrate diversity.</td>
<td>Mrs. Sanner’s class will Honor Martin Luther King Jr, by pledging to make a difference in the world and share what that is. Each student will create a patch and make a quilt. Learn how to play Mancala.</td>
<td>Mrs. Gaddess and Mrs. Weiss’s class will focus on Bessie Coleman, Ruby Bridges, Martin Luther King and Billy Holiday. The students will compare and contrast and create a time line of important events. Poem by Eloise Greenfields for African American History Program.</td>
<td>Ms. Evan’s class will research a famous African American and compile information into a keynote presentation to teach the class. Complete informational packets of homework on famous African Americans.</td>
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4th Grade
Mrs. Perhac’s class will make a Civil Rights movement timeline.
Mrs. DePaolo’s class will use Ipad’s to share information about African Americans in science and math.

5th Grade
Ms. Schamus’s class will learn about the African American women from the beginning of this time. (the Women’s Suffrage Movement)
Mr. Bedillion’s class will research an African American historical figure.

6th Grade
Mrs. Perhach will facilitate the team for the African American History Bowl. Showing the movie 42.
Mrs. Basl’s class will read non fiction text to obtain knowledge on the Underground Railroad, Harriet Tubman and Thomas Garrett.

7th Grade
Ms. Novak’s class will pay homage to great African American jazz musicians every Friday in February and also read This Jazz Man.
Mr. DiNatale’s class will research and complete information on specific inventors in science.

8th Grade
Mr. Burns’s class will learn facts about famous African Americans by using a grid to decode the names.
Mrs. Basl’s class will research African American poet and create a booklet containing short bio, poems written.

AS k-2
Mrs. Walsh’s class will learn about African American inventors. They will read about them and complete a coloring book and complete crafts about their inventions.

AS 3-5
Ms. Busch’s class will be discussing famous inventors including Elijah McCoy, Granville T. Woods, Lewis Latimer and Patricia Bath.

AS 6-8
Mrs.’s Barnes class will be using the Reading A to Z program to address African American History Month. Each week they will read and focus on another famous person from black history.
### ESL
Mrs. Herring’s class will post quotations from famous African American throughout the school. Ms. Mazzotta’s class will read and respond in writing to the book “Who was Martin Luther King, Jr.?”

### Music
Ms. Anderson’s classes will be learning songs that are about Martin Luther King, Jr. and African American spirituals.

### ART
Ms. Irvine’s classes will vary from grade to grade with projects such as, recreating The Eclipse, studying African animals, peace doves, African masks, Adinkra symbols and create 3-D Ndebele house.

| PITTSBURGH LANGLEY K-8 | GRADE 1 | Mufaro’s Beautiful Daughter – response writing  
Read various books about famous African Americans  
Make a “Freedom Quilt” |
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<td>GRADE 2</td>
<td>Focusing on famous African Americans in sports, politics, education and the arts each week in February. Students will pick a person who they identified with the most and produce a short report on them.</td>
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<td>GRADE 3-4</td>
<td>Read Martin’s Big Words</td>
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|                       | GRADE 5 | King’s Instagram taking picture  
Students took pictures and discussed and what Martin Luther King would be doing now. |
|                       | GRADE 6-8 | Afterschool program is going see “Selma”. |
|                       | GRADE 6-7 | Read Benjamin Banneker  
DC layout (Math)  
African American poetry authors  
Wax museum and “Selma” movie  
Jackie Robinson Essay, poetry and art contest  
Study skills homework: Read and analyze newspaper article on slavery  
Text dependent analysis essay on Jesse Owens |
|                       | GRADE 8 | Discuss inventor Carver  
Reports will be written on the impact in the students’ lives |
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**ART**
Artwork/writing poster

**P.E.**
Jackie Robinson activities

**GRADE 3-6 SCIENCE** Students will choose an African American scientist and write about their lives and career highlights

**GRADE 7 SCIENCE** African American scientist study

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**GRADE 3-6 SCIENCE**

Students will choose an African American scientist and write about their lives and career highlights.

**GRADE 7 SCIENCE**

African American scientist study.
Third Grade: They will discuss the effect of Dr. Martin Luther King’s work. Why African Americans were treated unfairly. How he felt about the future of America. We will discuss other African American leaders and their contributions to society.

Fourth Grade Math class: will read short biographies of famous AA and use the information to write Math story problems. As an additional activity, they will research one famous AA and create a time line of that person’s life.

Grade 4 Reading class will use leveled readers entitled Civil Rights, Corretta Scott King, and Harriet Tubman. The teacher will show a video entitled Harriet Tubman which goes along with a writing activity.

Grade 5 Communication class: Students will read biographies of famous African Americans and write reports on their findings.

Communication Class Grade 6 will each read the biography of Famous African American. After reading this non-fiction piece they will write a speech and present it to their classmates. Students will dress as their famous African American and present the speech from that point of view.

Communication Class Grades 6 & 7: will learn about Jackie Robinson and participate in a writing contest about Jackie Robinson.

Science Class: Students will be doing a poster project of a famous recent scientist who contributed to the world in a positive way.

Music: The difference grade levels will be singing songs about freedom and African American spirituals. The 7th and 8th grade will be learning about the importance of spirituals during the Civil War ear.

Social Studies Grades 6, 7 & 8: Eighth grade curriculum will explore African American life (history) in the mid 1800’s. Sixth grade will be studying the continent of Africa. All classes will analyze the lives of African Americans and summarize the important events in their life.

8th grade Math. Million Man March-event facts and using exponential equations to determine when a million people will arrive.

6th grade Math. Area, perimeter, volume or surface area. Students decide in groups what their display will be. The display has to include math and Black History.

All projects will be displayed in the hallway.

WE WILL ALSO HAVE A DAILY TRIVIA CONTEST AND A POSTER CONTEST.
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<tr>
<th>SCHOOLS 6-8</th>
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| PITTSBURGH ARSENAL | Arsenal will have a Black History event on February 25, 2015 from 5:00 – 7:00 PM to celebrate the diversity of our students and explore the influential African Americans of Pittsburgh. The family engagement committee will be hosting a meal of various native dishes representing more than 10 countries in the cafeteria. Additionally, there will be student presentations throughout the cafeteria of research projects completed during the month. The event will conclude with line dancing in the gymnasium led by Roland Ford.  

Throughout the month, students will learn about various influential African Americans in Pittsburgh through research projects completed during intervention. Additionally, students will create tri-fold posters to display during our Black History Event and be present to answer questions for parents as they walk around and view the posters.

Finally, Arsenal will be represented in the African American History Challenge Bowl on by a group of six 8th grade students. |

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<tr>
<th>PITTSBURGH SCHILLER</th>
<th>6th, 7th, 8th Grade Science</th>
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<tr>
<td><strong>Batovsky</strong></td>
<td>Students will explore how the sun’s intensity at different latitudes has contributed to variations in human skin color. Students will learn that variation in skin color can be explained by adaptations to the environment through natural selection. Students will also read the article Skin, from <em>Scientific American</em>. At the conclusion of the lesson students will write a short essay on one of the following prompts:</td>
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| - Considering the effects of sun and natural selection, how do you explain the fact that skin color tends to be lighter on the undersides of arms, on the palms of the hands, and on the soles of the feet?  
- What health concerns related to sun exposure might there be for a native person from Nairobi, Kenya (1.2833 degrees south of the equator) who emigrates to Berlin, Germany (52.5233 degrees north), and vice versa? What actions can such persons take to protect themselves from adverse health effects from too much or too little sun exposure?  
- Create a hypothesis to explain how natural selection has worked to evolve differences in another human biological trait besides skin color |
7th Grade Communications

Szwaczkowski

Vessels

MLK Lesson: B-C.2.1.3 and B-V.4.1.2 – Figurative Language, Interpreting the Text

Students will listen to and read "I Have a Dream Speech" by Dr. Martin Luther King Jr., then students will look for figurative language within the speech to answer the following questions:

- What types of figurative language is used?
- How was it used?
- What did it add to the speech?
- How does it change how the reader views/hears the speech?

Have students construct a collage of images that they picture when hearing the speech, and then explain in a paragraph why they selected each image and if they thought Dr. Martin Luther King Jr. intended for people to see and hear those images when he wrote his speech.

Throughout the month in 7 ELA students will be looking at poetry and will look at African American authors to look at how they viewed the world compared to their Caucasian peers.

6th, 7th, 8th Grade Music

Stromberg

Utilizing BIG IDEA 5 from the Arts Curriculum, "people have expressed ideas in the arts across time and cultures," students will listen to and sing African American Music, and explore its roots in African Culture. Students will relate the music of the Civil Rights era to its roots in early United States Culture.

Using their iPad, students will explore Musical Culture during the life and times of Dr. MLK, Jr., and relate the music of the time to the Civil Rights Movement.

Throughout the month in Chorus and Instrumental classes, students will listen to and sing along with performances of famous Black Musicians that were prolific during the time of Dr. MLK, Jr. Students will have the opportunity to read Dr. King's famous, "I Had a Dream Speech" and perform it for an audience of parents and family members.
6th and 8th Grade Math

Bogdanski

Kelly

For my math class I plan on showing "The King and His Dream" (from YouTube) video. Following the video we will discuss Dr. Martin Luther King Jr.'s life and legacy. The students will then complete math sheets related to Dr. Martin Luther King Jr., using the answers to complete codes related to Dr. Martin Luther King Jr.

8th Grade Communications

Neidig

My 8th grade students will research the "I Have a Dream" speech on their iPads. We will have an inquiry-based discussion about the speech. They will research their own inspiring speech and respond to a text-dependent analysis essay question. The question will be graded using the TDA rubric.

Read 180

Gibson

8th grade:
The students will read over the, "I Have a Dream" speech. They will complete the following text dependent essay:
The theme of MLK speech, " I Have A Dream" is driven by what was going on in society and the fight for equal rights. Write an essay analyzing its meaning. Use evidence from the speech to support your response.

6th grade
The students will create their own, "I Have a Dream" essay or speech.

7th and 8th Grade Social Studies

Juran

Using the iPad we will map events in MLK's life on a blank US map. Students will number where the event took place. They will then write a description of each event on the other side of the map. They will choose 10 events.

Art
**Tomsky**

*Learning intention:*

Art is a way to experiment with new ideas, materials, and forms.

*Learning outcomes:*

Students will articulate why their choices were made while evaluating their own work for the clarity of the artistic message.

*Essential Question:*

How have artists use their art to address problems people face in communities? How can art inspire others to think differently about ideas and traditions? How can a work of art make the world a better place?

Students will create a photo montage of Dr. Martin Luther King Junior's "I have a dream" speech as their background. The foreground of the students artwork will be a painting of Dr. MLK Jr. created with shades and tints of black and white paint. The student will find an interesting photo of Dr. MLK Jr. they would like to use by incorporating their IPADS. The students will have a review of tints and shades.

Throughout the month of January and February, each grade level will be creating a mural of 3 influential African American Leaders in the US. These will be created differently per grade level.

**Physical Education**

*Stanford*

Various athletes will be chosen to talk about that made a difference or impression with civil rights movement.

Groups will be given a piece of chart paper and report what they found out about each athlete. Groups will present their facts to the class. Students will be given a worksheet after all presentations are done and will complete it from the information presented to them.

**6th Grade Communications/Social Studies**

*Vetterly*
After reading and analyzing Dr. King’s historic “I Have a Dream” speech, students will find the central idea and compose their own write-like, (World Dream). Examples could consist of: cure for cancer, homelessness, world hunger, etc.

**8th Grade Math**

**Spanoudakis**

8th Grade Math students will use maps of areas of significance to Dr MLK’s Civil Rights Journey as context when they explore transformations of coordinate grids.

**7th Grade Math**

**Kelly**

7th Grade Math students will use data from the Civil Rights movement to construct linear representations and make meaningful comparisons.

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<th>PITTSBURGH SOUTH BROOK</th>
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<td>• During our morning announcement we will have a question related to a significant African American, either current or historical for students to answer.</td>
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<td>• During intervention students will read about and complete writings and activities around significant African American figures that are current and historical.</td>
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<td>• We will have a team of our students participate in the African American History Bowl.</td>
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<th>PITTSBURGH STERRETT</th>
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<td>Sterrett Classical Academy- Select teachers will use the classroom resources about Selma Montgomery and compare the challenges then to equality issues in the United States 50 years later.</td>
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<td>Black History Month- students will explore the writings of various African American poets and writers. The teachers will develop TDA prompts for students to use when analyzing the literary works.</td>
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<tr>
<td>The Librarian will facilitate a Book Study on the book “The Skin I’m In”, by Sharon Flake and the culminating activity will include an opportunity for the students to Question the Author. Tentative Date for the Q&amp;A w/ Sharon flake is 2/20.</td>
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<tr>
<td>February 12 at 7:00 PM</td>
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<td>February 19 and February 20 at 7:00 PM</td>
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<td>March 5 at 6:30 PM and 7:30 PM</td>
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<td>Every Monday and Friday during the month of February</td>
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<tr>
<td>Various Displays</td>
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<tr>
<td>PITTSBURGH CARRICK</td>
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<tr>
<td><strong>World Language:</strong></td>
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<td><strong>Science:</strong></td>
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<td><strong>English:</strong></td>
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45 records. Needs approval for this: play a portion of a song during exchange of class or before 1st period to expose students to Motown. (Ms. Novak needs to ask Ms. Washington if she can play the music still.)

- Research African-Americans and present a quote to the class and explain the significance behind the quotation and person and how it connects.

- Our replica of a quilt. Students will each create a "patch" (piece of paper) that identifies an African American that has impacted society in a positive way. The patch will include name and birth/death years. The patch will also be a visual representation of the individual. Students will present their patch to the class and share the rationale behind their selections. Patches will be placed on the back wall and hopefully, appear like a quilt tied together by integrity, resiliency and admiration.

**PSA:**

- We are going to do some reading activities on different African American people. The students will then complete a poster on what they read. We are also going to play Black History BINGO.

- For Black History Month the students will be reading and analyzing the MLK speech, "I Have a Dream" and comparing it to the Clinton speech, "Remarks to the Convocation of the Church of Christ." In Wilson Rdg. the students will be reading a modified version of Malcolm X.

- BINGO game with pictures, words and profiles of notable African Americans in history. After a brief lesson on a few of the people, we will play the game periods 8 & 9 on February 6, 13, and 27th.

- Lesson on Martin Luther King Jr.

- Students learn about famous black Americans while polishing their Internet surfing skills. There will be four different activities and then the students will present one of them to the class.

**Fine Arts:**

- Photography – focus on African American Photographers
- Visual Art – Collage tribute to African Americans based on a quote. Art work will be displayed in 300 hallway.

**CTE:**

- We will have a day where we create a southern dish and sell it to those in the school who are interested. We will take orders ahead of time so we know what to prepare.
<table>
<thead>
<tr>
<th>PITTSBURGH WESTINGHOUSE</th>
<th>Whole School:</th>
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<tbody>
<tr>
<td></td>
<td>In partnership with Homewood Children’s Village, the United Way, PIN, and the entire Homewood community, Pittsburgh Westinghouse will be focusing on the importance of attendance for the entire month of February by recognizing positive student attendance and motivating all students to improve their attendance through positive recognition and incentives.</td>
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<td></td>
<td>Our Heinz Fellows will be identifying and focusing on a “Black History Nugget” through two whole-school daily announcements and interactions with our students.</td>
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<tr>
<th>Middle School</th>
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<tr>
<td>The Westinghouse Alumni Association is sponsoring an essay contest for middle school students. Students will write a two page essays on Westinghouse’s Alumnus Billy Strayhorn. On February 23rd, the winners will be recognized, first prize is $100, second $50, and third $25. The</td>
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</table>

- students are going to have to research and then put the research into a two column newsletter
- I will be demonstrating how to make a sweet potato biscuit. The students will be able to sample this biscuit as well. I will give them the origin of this recipe and how it relates to ethnic cooking and eating.
- We are doing power points and a bulletin board on important black medical professional based on The American Experience PBS program, "Pioneers of the Heart" 

**Social Studies:**
- Influential African American posters
- Daily Influential African Americans as warm-up/opening

**Math:**
- Creating a poster of folks who contributed to the math and science field. Our goal was to try to find some contemporary folks and then display them in the 800 hall.

**Physical Education/Health:**
- H & PE will focus on the contributions that African American athletes have made in sports and how African Americans have contributed to advances in health
event will also include a ceremony for the alumni association's book donation to the library. Punch and cookies will be served following the ceremony.

Let me know if you have any questions.

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<thead>
<tr>
<th>SPECIAL SCHOOLS</th>
<th>ACTIVITY</th>
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<tbody>
<tr>
<td>PITTSBURGH CONROY</td>
<td>Date</td>
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<tr>
<td>4</td>
<td>Opening Activities</td>
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<tr>
<td>13</td>
<td>Red &amp; White Dance</td>
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<td>17</td>
<td>Mardi Gras</td>
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<tr>
<td>20</td>
<td>Movie</td>
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<td>26</td>
<td>Basketball Game</td>
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<tr>
<td>27</td>
<td>Culminating Activities</td>
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</tbody>
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<tr>
<th>PITTSBURGH GIFTED CENTER</th>
<th>January 5-9: Announcements will be made regarding our Black History Month Creativity Contest. Flyers given to teachers to be distributed to FIRST period:</th>
</tr>
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<tbody>
<tr>
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<td><strong>2015 Black History Month</strong></td>
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<td><strong>Creativity Contest</strong></td>
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<td><strong>What</strong>: Black History Month Creativity Contest with the following criteria</td>
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</table>
- The topic must address: “Describe or illustrate the positive impact that an African American (Contemporary or historical) has had on your life”.
- An entry may be in written form, such as a poem, rap, editorial, narrative, work of fiction, or in an artistic product form, such as a painting, collage, or sculpture.
- Only one entry may be submitted per student.
- Written entries must be no more than 100 words for grades K-4; no more than 250 for grades 5-6; and no more than 500 for grades 7-8.
- Visual Arts entries must be no longer than a 22” x 28” poster for pieces or 1’ x 1’ for 3-D pieces.
- All entries must be accompanied by the form below.
- Entries will be judged on originality, focus and neatness.

Who: Entire student body of the Pittsburgh Gifted Education Center
Where: Pittsburgh Gifted Education Center
When: Entries must be dropped into the entry box in the PGC cafeteria by 2:00pm, January 29, 2015. Winners from each category will be notified by February 13, 2015. Written entries will not be returned. Art entries must be picked up in the main office by March 6, 2015.
Why: Black History Is everyone’s history, you will be recognized as a creative talent, possibly have your work featured on our Facebook page, and you could win an award!

Student Name:________ Grade: ___ Student Home School: _____ Submission Title: __

I have read and understand the rules of the contest. My child’s name and/or work may be displayed on the school Facebook Page.

Parent Signature: ____ Student Signature: ___

January 12-16: MLK quotes and contest reminder during morning announcements.

January 29: Student submission of projects for BHM Contest.

January 30: Judging by the Gifted Center Committee

February 9-13: Announcement of Winners; A ‘winning entry’ read each day during the announcements during this week.
**More Activities**

Students will have the opportunity to participate in our Black History Month Creativity Contest as described above.

Morning Announcements: During morning announcements, student-led announcements will include "*This Day in Black History*" facts provided from the following resource: [http://dayinblackhistory.com/showarticle3507.aspx](http://dayinblackhistory.com/showarticle3507.aspx)

In individual courses:

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<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>Battle of the Blogs (Grades 7/8)</td>
<td>This course is specifically designed to focus on diversity.</td>
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<tr>
<td>Spoken Word (Grades 7/8)</td>
<td>This course is specifically designed to focus on diversity.</td>
</tr>
<tr>
<td>Creative Writing Seminar (Grades 5/6)</td>
<td>Quotes from famous African Americans will be incorporated as writing prompts during the students S.T.T.E.W. (Student’s Time To Enjoy Writing) sessions. A different quote will be shared each week. Teacher will share weekly with the students the back stories of each of these individuals’ lives, the contributions they have made, and what impact we see today in history that has happened because of their contributions in society. In addition, students will have an opportunity to write about each of these individuals, and share in their own words their sentiments about their contributions.</td>
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<td>Explore, Draw, Build (Grades 5/6)</td>
<td>Students will look at the works of Pittsburgh Architect Howard Kenneth Graves, Jr. First, students will conduct Internet research to find images and facts about the man and his projects. Each student will add 1 unique fact or image to a poster-sized printout of the architect. The poster will be prominently displayed just outside the classroom door. Then, students will be posed with a challenge, and design a structure through the eyes of Graves.</td>
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<tr>
<td>Algebra Mixer (Grades 5/6)</td>
<td>Students will study quilting traditions of African Americans. First, students will conduct Internet research to find facts and images. Then, students consider their own pasts, and design a quilt block of their own, preferably</td>
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<tr>
<td>Course</td>
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<td>Math in Aviation (Grades 7/8)</td>
<td>Students will complete the following activities:</td>
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<td>1. Watch an online video about the Tuskegee Airmen (10 min) <a href="http://www.youtube.com/watch?v=5rYPjoGY5w">http://www.youtube.com/watch?v=5rYPjoGY5w</a></td>
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<td>2. Visit the Tuskegee Airmen Museum website and answer questions based on reading the site <a href="http://www.tuskegeeairmennationalmuseum.org/">http://www.tuskegeeairmennationalmuseum.org/</a></td>
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<td>3. Fly the P-47 Thunderbolt (the most advanced airplane flown by the Tuskegee Airmen in World War II) around Sharpe Field (Formerly Tuskegee Army Airfield - the airfield where the Tuskegee Airmen received advanced flight training after passing primary training).</td>
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<tr>
<td>Hands on Chemistry (Grades 3/4)</td>
<td>Students will read a short biography each week in February about an African American Scientist. Students will then respond to the following written response questions: &quot;What did this person contribute to Science? How might life be different without this scientist's contribution?&quot;</td>
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<td>Hands on Science (Grades 2/3)</td>
<td>In monthly investigations packet, the students will complete 2 activities on Martin Luther King. One activity is a writing assignment and the other is a problem solving activity.</td>
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<td>Anthropology (Grades 7/8)</td>
<td>Students will study the Cultural concept of Race by exploring what race can tell us about the migration of ancient peoples with an emphasis on more recent races, African Americans included.</td>
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<td>Medieval Times (Grades 7/8)</td>
<td>Students will study African culture in the medieval times and will be given the chance to go on a trading voyage to Tunisia in the middles ages and they will have to make an account of this.</td>
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<tr>
<td>Sociology (Grades 7/8)</td>
<td>Students will study the role cultural concepts such as race play in our modern society. This will be an extension of the current work we are doing with gender roles.</td>
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Lastly, displays in the Main Office, hallways, and cafeteria area will be focused on the contributions of famous Black Americans.